Practical case sounds

Author: Torrente Esteban, Javier (Graduado en Educación Primaria mención lenguas extranjeras, Maestro Lenguas Extranjeras).

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Abstract
Learn a foreign language is not an easy task, thus our students should work harder and teachers should provide the best of them in order our students learn appropriately the four linguistic skills. Pronunciation is one of the most difficult factors for children. There are some difficult sounds that our students have to deal with when they are learning at primary education a second language. Along this practical case we will try to define these difficulties and how to manage with the teaching intention where we will be the English teacher.

Keywords: Oposición exam castilla la mancha maestros

Título: Supuesto Práctico Lenguas Extranjeras.
Resumen
Aprender un idioma extranjero no es una tarea fácil, por lo que nuestros estudiantes deben trabajar más duro y los profesores deben proporcionar el mejor de ellos para nuestros estudiantes aprendan adecuadamente las cuatro habilidades lingüísticas. La pronunciación es uno de los factores más difíciles para los niños. Hay algunos sonidos difíciles que nuestros estudiantes tienen que hacer frente cuando están aprendiendo en la enseñanza primaria de una segunda lengua. A lo largo de este caso práctico vamos a tratar de definir estas dificultades y cómo manejar con la intención de enseñanza donde vamos a ser el maestro de Inglés.

Palabras clave: Oposiciones Maestros castilla la mancha, resolución.

Recibido 2016-04-14; Aceptado 2016-04-19; Publicado 2016-05-25; Código PD: 071027

As a way of introduction we can point out that our society can easily come into contact with other cultures and languages through communication travel and even new technologies, this is why teaching and learning a foreign language is so important. This factor is well known as GLOBALIZATION.

Learn a foreign language is not an easy task, thus our students should work harder and teachers should provide the best of them in order our students learn appropriately the four linguistic skills. Pronunciation is one of the most difficult factors for children. There are some difficult sounds that our students have to deal with when they are learning at primary education a second language. Along this practical case we will try to define these difficulties and how to manage with the teaching intention where we will be the English teacher.

In order to justify the practical case we should bear in mind our main current law which is the LOMCE 8/2013 from December 9th or well known as Organic Law to the Right Education Improvement. This law on his Royal Decree 126/2014 from February 28th determines the Objectives, where the importance of the Objective “F” is reflected. It determines the importance of develop a foreign language in our students in at least one foreign language at the end of primary education. Moreover, our Decree 54/2014 from July 10th determines the Basic Curriculum of Primary Education in Castilla La Mancha where the Contents are reflected. Decree 66/2013 from September 3rd determines the attention to the diversity in Castilla La Mancha. Finally, the ECD 65/2015 from January 21st determines the Key Competence.

The context of our school establishes that we are the English teacher at the second level of primary education in a school located in the center of the city of Cuenca. We are at the first term working the unit number one which is called “Chase feels thirsty”. It is a one lined school and in our classroom there are twenty one students. There are important digital resources as a Smart Board with a good quality sound and a good internet connection. Moreover, they show interest in pop songs, games and Role Plays. Moreover, families are involved in a very positive way on their offspring learning process.

Now we are going to move to talk about the initial evaluation. This will be an important factor in order to determine our students’ previous knowledge as well as their preferences, motivations and interests. It has been developed at the beginning of the course year and at the beginning of any didactic unit of work. It determined that our students are good at oral skills however initial evaluation determined they have medium level at written skills. Also, when we are working pronunciation our students show difficulties with the segmental features on consonants sounds.
Coordination is another important factor we should bear in mind. We will coordinate at three focuses: the first one, with the tutor, in order to work in the same line and under the same educative principles. We have design a point program in order to increase the motivation of our students. Coordination with the tutor will be last twice a month. Secondly, it will be with the families in order to involve them in their students learning. It will be developed at any session of work through English to take away as homework as you will see later. Coordination with families will be at least once a term. Finally, coordination with the Orientation department will offer us professional measures to deal with the special education needs we will find in our classroom. Coordination with the orientation department will be last at least once a month.

Now it is the appropriate moment to talk about the Curricular Elements where the Objectives, Contents, Key Competences, Methodology, Session Activity, Attention to the diversity and Evaluation will support the main aspects of the unit to offer all of you a global and specific view of the way we will work with our pupils in the English classroom’s context.

First, we should start with the Objectives. They have been taken from our Royal Decree 126/2014 from 20/02. As we have mentioned before the main one is the Objective “F” in order to develop communicative competence. Moreover, we have selected some Specific Objectives for this section of work that we will have a look before the methodology point. These are the following: Pronounce in a correct way the vocabulary learning along the unit. Understand easy oral messages. And take part in Role Plays through songs.

Contents have been taken from Decree 54/2014 from 10/07. In our autonomous community there are two blocks of contents. The first one is related to the Receptive skills of listening and reading, and the second one to the Productive skills of where Speaking according to LOMCE 8/2013 takes a more important role over the Writing one. At this section the Contents chosen are the following: vocabulary related to “Feelings” and the structures we will work are related to the correct use of the To Be verb in positive, negative and question form.

The Key Competences are an important factor to deal with. This is reflected in our Decree 66/2013 from 03/09. There are seven Key Competences that will be worked along all the units of my programming. However, for this section we are going to give priority to the Cultural Competence because we are working through songs where our students will learn cultural factors through songs. Moreover, linguistic competence will be an important factor too in order to learn phonological patterns and overcome the segmental problems our students have. Sociocultural competence will be worked in order to develop respect and tolerance among others when they pronounce.

The Methodology will be an important point to develop at this practical case. It will be open and flexible to our students’ needs and interests: moreover, it will be based in an Eclectically Method where the main reference will be the Communicative Approach and where other methods such as Suggestopedia, Direct Method or even the Total Physical Response will take part in our active methodology.

Students’ arrangements will be varied. The main arrangement will be in U-Shape where with simple chair movements we will work in pairs for speaking activities, in small groups of three or four for Role Plays and even in big groups for competition games.

Materials should be varied. We are going to combine traditional materials as Worksheet or Realia with nowadays materials such as the Smart Board or Internet.

The Roles have changed too recently. The role of the teacher has changed in the last decades. Nowadays, the teacher will be an assessor, a provider of materials and opportunities to use the four skills, an elicitor and the main important of all of them, a good communicator and a motivator or encourager.

Role of the students have changed too. We will give our students the opportunity to be responsible to their own learning. Thus, the learning to learn competence will be an important value too.

Families’ role has changed as the two previous ones. Families are more involved on their offspring’s learning. Thus, we will design some English to Take Away at the end of any session of work to involve them in our students learning process. This will be in form of homework with something funny or interesting to deal with.

Now we will develop an interesting Session of Work where cover our students’ needs and interests will be the main priority and the key of this practical case.
The methodology we will use is based on the well-known "three Ps" where a Warm-up will precede the Presentation Stage and an "English to take Away" in form of homework will enclose the session at home.

At **Warm-up** our students will set in a row. They will see in the Smart Board the written form of a word from the "Feelings" vocabulary seen at this unit. By turns they will pronounce following the teacher pattern. The teacher will pronounce in a correct way close to the first student’s ear who will pronounce to the second one and then consecutively to the next ones. The last one has to say in a loud voice to the whole classroom. Then they will check with the correct form on the laptop record. It will be last five minutes long.

At **presentation stage** the teacher will present a list of words that present more difficulties for our students. This is related to the Fricative consonants that are articulated with some kind of friction. At these words the air makes a sound when passing through some partial obstruction. These are the sounds related to: /f, v, s, z, h, ð, ɹ, j, ʒ/. We will set special attention to sounds such as /θ/ as in “thirsty”, /h/ “hungry” or /z/ “dizzy” to orientate our students to the perfect pronunciation on the Fricative consonants.

They will hear from the Smart Board’s speakers and then the teacher will encourage our students to repeat it in a group after the listening. It will be last ten minutes long.

At **practice stage** our students will see a combination of drawings that express different feelings. They have to pronounce in order to develop fluency and accuracy on the pronunciation on the fricatives ones. Then, the song worked at session four will be played while the worked words are presented in the song. It will be last fifteen minutes long.

At **production stage** our pupils will develop a **Competition Game**. We will divide the classroom in two big groups. They will be grouping on heterogeneous groups. By turns each group will **sing a part of the song**. The song title is "**Chase is really hungry**" The last part will be sung by everybody. The last time they sing will be **recorded** and upload to the School’s blog by the students with the teacher’s help.

**English to take away** will provide our students the opportunity to involve their families in their learning. At home, both students and families have to **visit the school's blog** at their own peace to the recently video upload at today’s session. They will provide feedback after watching it just clicking on the appropriate “happy or sad” icon on the web to develop self-evaluation according their individual learning as LOMCE 8/2013 establishes.

**Attention to the diversity** is an important factor reflected on Decree 66/2013 form 03/09. In our classroom we have a student which is not all the time in the school because her family is moving around our community searching for jobs. Thus, she has got low level at the four skills and she will have an **Individual Plan of Work** to compensate this drawback. She is considered as an **ACNEAE** because she has an “Itinerary girl” profile. At this time she will work on a **reduce list** of fricative sounds at practice stage. At production stage she will work with the **strongest** student who will provide her an **extra help** to play. Moreover, we will prepare activities for **Amplification** and **Reinforcement** measures for those students who needs extra support, help or an adapted methodology as well as to those who need amplification measures or extra material for fast finishers. Attention to the diversity will try to **cover our students’ needs** and drawbacks, thus we should be up to date to our students’ demands.

**Evaluation** will be necessary. It is based on the Order 05/08/2014 which regulates the evaluation and organization of the primary education stage. Through evaluation we will try to answer to the three classical answers: **when** to evaluate, **what** to evaluate and **how** to evaluate.

To answer to the first question, **when** to evaluate, we will do it at three different moments: the first one with an **Initial Evaluation** at the beginning of the course year. It will be a double intention: the first one to determine our students’ previous knowledge and the second one to know about their preferences, motivation and interest. It will be very important to work with a more attractively methodology. Secondly, it will be **formative** along all the course year and finally it will be **summative** at the end of course year to evaluate all the whole learning process as well as the teaching one.

**What** to evaluate will be the second question to answer. At this point we will evaluate our **students’ results** and our **students’ records**. LOMCE 8/2013 establish the need to evaluate according to **Co-Evaluation** and **Self-Evaluation**. Co-Evaluation will let our students to evaluate our students’ group knowledge as well as why there are different marks to different efforts and the second one, Self-Evaluation to evaluate their own individual learning.
How to evaluate will be the last question to make ourselves. We will evaluate through direct observation, through the teacher’s register diary and with a term exam where we will evaluate the four skills. Evaluation will be developed in an intrinsically way at sessions five, six, seven and eight most of the time through activities, games and role plays at production stage. LOMCE 8/2013 determines the need to use the Evaluation Criteria as well as the Standards of Evaluation. Thus, the Evaluation Criterion we will work for this session of work will be the following one: Develop the correct pronunciation of the vocabulary of the unit. The Standards of evaluation is related to this criterion which is: Use a correct pronunciation of the vocabulary previously seen through songs.

As a way of Conclusion we can point out that learning a foreign language is a difficult task. Pronunciation implies a deep knowledge of the segmental features as well as the practice on suprasegmental features. Songs, games and even interesting methodologies related to “Jolly Phonics” can help our students to achieve a correct pronunciation.

Teachers should be aware to the latest researches in education to offer our students the best opportunities to learn. Information and communication technologies offer all of us an opportunity to teach correctly where our students are digital natives at this twenty-first digital century. We should motivate and increase our students’ motivation; positive feedback will help them to acquire the main goal of our communicative approach which is to develop communicative competence at the end of primary education. When pronunciation is the work objective we should to provide a good model to our children imitate. Pronunciation should be integrated as a part of a language teaching and learning. Activities should be enjoyable motivating as songs, rhymes, games and so on. Our students should be able to perceive and discriminate correct pronunciation. Learning practicing through segmental and suprasegmental patterns will make our students feel confidence towards English language.

Just a final reflection: Learning could happen anywhere, at anytime and can come from everybody; just we need to have an open mind for engage it!

Bibliography


Moreover, some important laws have been taken into account along the unit as the following listed:

- LOE 2/2006 from 03/05: Organic Law of Education
- LOMCE 8/2013 from 09/12: Organic Law to the Right Education Improvement.
- R.D 126/2014 from 28/02: Curriculum of Primary Education.
- D. 54/2014 from 10/07: Basic Curriculum of Primary Education in C-La Mancha.
- D.66/2013 from 03/09: Attention to the diversity Decree of Castilla La Mancha.
- ECD 65/2015 from 21/01: Key Competences.
- O.03/08/2014: Evaluation and developments Order
- O.02/07/2012: Organization and centers’ development.
- D.7/2014 from 22/01: Plurilinguism’s law Decree.

Moreover, there have been used some interesting Web pages like the following: www.goanimate4schools.com which provides the opportunity to send and receive animates videos and emails among schools all over the world.

www.primaryresources.co.uk/english/english.htm which provides interesting materials for children and teachers such as pdfs and games for all ages. www.teachingenglish.org.uk/teaching-teens/resources a British Council Web page which provides lesson plans, activities, stories and poems, songs, CLIL activities and teaching tools for teachers and teenagers.